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ABSTRACT

This pamphlet contains a descriptive list of projects funded in Fiscal Year 1973 by the Research and Evaluation Division of the Children's Bureau, Office of Child Development. In addition, a few projects are included which were funded in earlier years but are still ongoing due to an extension of the grant period. The projects are arranged by these content areas: Day Care, Early Childhood, Social Ecology, Adoption and Foster Care, Advocacy, Children's Institutions, Education for Parenthood, Emergency Services and Child Abuse, Single-Parent Families, Television, Youth, Social Policy Studies, Information Dissemination, Other, and Head Start Evaluation Projects. Address information is provided with each project entry to aid the reader in obtaining further information. (SDH)

ED 097988

RESEARCH, DEMONSTRATION, AND EVALUATION STUDIES
Fiscal Year 1973

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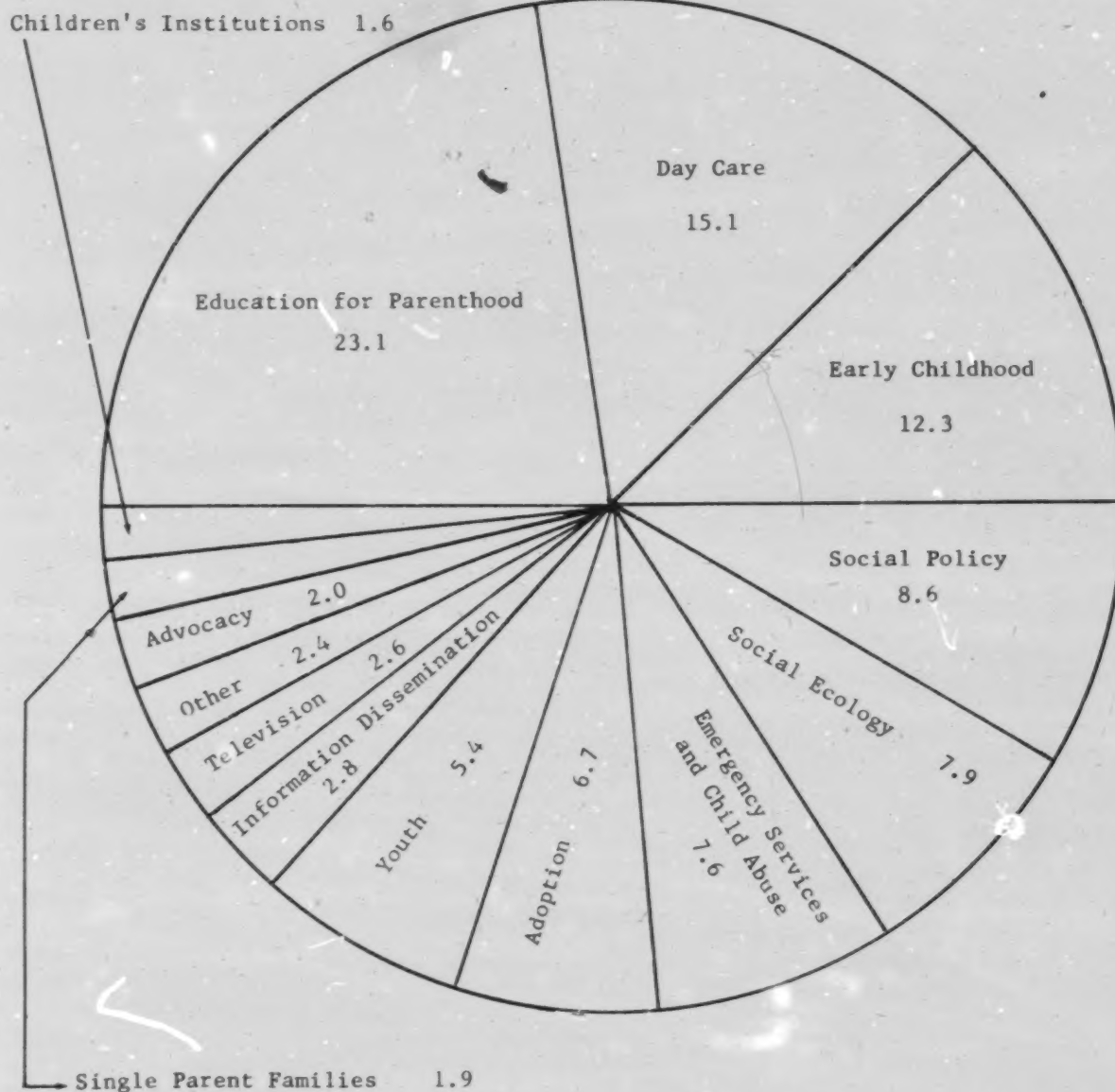
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of the Secretary
Office of Human Development
Office of Child Development
Children's Bureau
Research and Evaluation Division

PS 007 576

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ALLOCATION OF CHILD WELFARE RESEARCH
AND DEMONSTRATION PROJECTS BY CONTENT
AREA, FY 73



PROJECTS FUNDED IN FISCAL YEAR 1973

The following list includes projects funded in Fiscal Year 1973 by the Research and Evaluation Division of the Children's Bureau, Office of Child Development. In addition, there are a few projects, funded in earlier years, which are still ongoing due to an extension of the grant period. The projects are arranged by content area.

The current grant period and amount of the grant award appear under the synopsis. A "(C)" following the OCD identification number indicates that the project is continuing beyond the initial year; for example, (C-2) would mean the present grant year is the second continuation, or third year.

If the reader wishes further information on any particular project, he should write directly to the Project Director at the address provided.

CHILDREN'S BUREAU
CHILD WELFARE RESEARCH AND
DEMONSTRATION GRANTS PROGRAM

DAY CARE

OCD-MC-02(C2)

Cooperative Child Care Demonstrations

The Coordinated Child Care Council of Bexar County, Inc. (4-C) serves as the mechanism to coordinate existing services and programs, design new programs and methods of coordination, and determine ways to implement programs to improve children's services in the San Antonio Model Neighborhood Area.

Paul Imig
Coordinated Child Care Council
of Bexar County, Inc.
118 N. Broadway, Suite 523
San Antonio, Texas 78205

6/30/73-8/31/74
\$21,130

OCD-MC-04(C2)

Community Coordinated Child Care Project - Hidalgo County 4-C Council

The Hidalgo County 4-C Council serves as a planning and fund-seeking board for child care services, particularly for the large migrant population. The Council is attempting to establish and coordinate integrated child care services based on a sliding fee scale for 600 three, four, and five year olds of differing socioeconomic status.

Timothy Houston
Hidalgo County 4-C
1307 S. Closner Street
Edinburg, Texas 78539

6/30/73-6/29/74
\$26,519

OCD-MC-05(C2)

Community Coordination Project

The 4-C Agency is attempting to 1) insure comprehensive quality child care, child development, and supportive family services through provision of administrative, staff, and program coordination; 2) mobilize community resources to assure maximum agency commitment; 3) enhance community communication and pride in quality child care and supportive family services.

Willie E. Wilker
Athens-Clarke County Community
Coordinated Child Care, Inc.
240 South Hull Street
Athens, Georgia 30601

6/30/73-6/29/74
\$51,368

OCD-MC-11(C1)

Family Service Center

An agency, Family Service Center, is coordinating health and social services to children and families by acting as a family advocate and clearinghouse for service information and referral. It also stimulates the establishment of new services on the basis of the identification of unmet needs.

Catalino Barril, Jr.
Community Coordinated Child
Care Agency
126 Second Street
Juneau, Alaska 99801

3/1/73-8/31/74
\$79,298

OCD-MC-13(C1)

Infant Satellite Nursery Component (0-2 Years)

Six infant day care homes have been established to provide emotionally secure and cognitively stimulating environments. Homes are staffed by surrogate mothers who are specially trained in child care and work in partnership with the child's parents and family in the home setting.

Marion G. Kagan, Ph.D.
John Chantiny, Ph.D.
Office of Human Development
University of Hawaii
Honolulu, Hawaii 96822

1/1/73-12/31/73
\$76,717

OCD-MC-14(C1)

Community Coordinated Child Care in Forsyth County

The 4-C program in Forsyth County serves as a coordinating mechanism for the planning, implementation, and delivery of child care services. This year the program is seeking to merge with the Child Development Board in order to provide one county program that will increase the quality and breadth of child care services.

Edith Horowitz
4-C Coordinator
601 North Main Street
Winston-Salem, North Carolina 27102

12/16/72-12/15/73
\$25,000

OCD-CB-48(C2)

Relationship Opportunities in Day Care and Child's Task Orientation

This project addresses itself to the general question of what types of environmental changes interacting with the development of the child at what ages will enhance and sustain that development. Emphasis is on improving the human relationships available to the child by means of casework with parents and providing contact with volunteer aides, and influencing development through use of an individualized curriculum.

Christoph Heinicke, Ph.D.
Reiss-Davis Child Study Center
9760 West Pico Boulevard
Los Angeles, California 90035

9/1/73-8/31/74
\$90,000

OCD-CB-102(C2)

Evaluation of Pilot Programs for Children

This project is currently designed to provide information concerning the overall process and effects of Community Coordinated Child Care in five demonstration programs. This will include assessment of the defining of child care needs as well as the services available within the communities, the programs' efforts in meeting the needs for, coordination and expansion of services. Other aspects include level of citizen involvement and support for child care services, and quality of service for children.

Patricia A. Self, Ph.D.
Central State Psychiatric Hospital
Tennessee Department of Mental Health
1501 Murfreesboro Road
Nashville, Tennessee 37217

8/1/73-7/31/74
\$42,576

OCD-CB-118(C1)

New York City Infant Day Care Study - Input Section

This is a comparative study of the development of children and their families enrolled in infant group day care centers and in family day care homes. Focus will be on the group day care centers' and family day care agencies' programs, policies and facilities, the operations of the individual classrooms and day care homes of children in the study, and on the interaction of the child care worker with each child.

Mark Golden, Ph.D.
Medical and Health Research Association
of New York City, Inc.
125 Worth Street - Room 713
New York, New York 10013

2/1/73-1/31/74
\$46,173

OCD-CB-174(C1)

The Effects of Day Care on Psychological Development

The cognitive and affective growth of children from 3 1/2 to 30 months of age participating in an experimental day care program is to be compared with that of matched groups of children who are either in service-oriented day care situations or living at home. Children are from low to middle income levels of Chinese, Spanish and English speaking families. Both a specific cognitively oriented program in a day care center and the effects of group living on social development will be studied.

Jerome Kagan, Ph.D.
Department of Social Relations
1514 William James Hall
Harvard University
Cambridge, Massachusetts 02138

9/1/73-8/31/74
\$200,213

OCD-CB-209

Three Levels of Structure of Educational Programs in Family Day Care

This study is evaluating the effects of three different educational programs (Bereiter-Engelmann, Verbal Interaction, and "Friendly Visitor") on the cognitive, perceptual, and social development of three- to five-year old children in family day care. Comparison groups are children in family day care homes with no treatment and AFDC children in their own homes.

Norman Goodman, Ph.D.
Joseph Andrews, Ph.D.
Institute for Research and Evaluation
384 Clinton Street
Hempstead, New York 11550

9/1/72-8/31/74
\$78,813 (Grant period
extended; no additional
funds)

OCD-CB-219(C1)

The Social-Emotional Effects of Day Care

Four-year-old children in group day care, family day care and full parental care will be assessed by behavioral measures of five categories of social-emotional development: independence, self-concept, sex typing, cooperation and sharing, and curiosity. Types of day care services and behavioral differences will then be related to the length of time in day care.

Marcia Z. Lippman, Ph.D.
Department of Psychology
Western Washington State College
Bellingham, Washington 98225

6/1/73-2/28/74
\$33,112

OCD-CB-225

A Study of Day Care Services in a Semi-Urban Area of Appalachia

This project is studying families involved in public day care services in relation to services available and selected variables involving the family unit. A survey of existing community resources providing day care for school-age children will also be conducted.

Mary N. Ayers, Ed.D.
Department of Elementary Education
College of Education
Tennessee Technological University
Cookeville, Tennessee 38501

9/1/72-8/31/73
\$20,219

OCD-CB-248(C1)

Comprehensive, Coordinated Child Care Program for Employee and Student Families in a Medical Center Community

Comprehensive, coordinated child care is provided through a counseling center utilizing model programs of center care, family care and in-home care, and existing community services. The focus of the project is on the integration of programming for children of employee and student families.

Jane E. Chapman, Ph.D.
University of Colorado Medical Center
4200 E. Ninth Avenue
Denver, Colorado 80220

6/1/73-5/31/74
\$184,738

OCD-CB-256

Dependency Status of AFDC Mothers Using Day Care

This project is studying the role of day care in aiding AFDC mothers in becoming self-supporting. Three groups of AFDC mothers who have used group day care in the last five, three and one year periods are being evaluated in terms of their ability to enter and compete successfully in the job market after placing their children in day care.

Majorie Grosett
Day Care Council of New York Inc.
114 E. 32nd Street
New York, New York 10016

9/1/72-10/15/73
\$51,518 (Grant period
extended; no additional
funds)

OCD-CB-264

A Descriptive Study of Group Care Arrangements for School Age Children

This project will provide descriptive data on the range of group programs offering day care to children of school age. Through the collection of data on regulatory agencies, clientele, organizational characteristics, physical facilities, staffing characteristics and programs of the centers, the project will identify critical variables which predict differences in program results and will develop a method for assessing the quality of program offered.

Elizabeth Prescott, M.A.
Pacific Oaks College
714 W. California Boulevard
Pasadena, California 91105

11/1/72-10/31/73
\$49,733

OCD-CB-283(C1)

The Day Care Developmental Progress Questionnaire

A Developmental Progress Questionnaire (DPQ), a parent-answered questionnaire pertaining to a child's current developmental status, is being tested and refined to correspond closely with the Denver Developmental Screening Test. The Questionnaire is being evaluated with 2000 children in day care settings and physicians' offices, and will ultimately be employed to screen preschool children for developmental delays.

William K. Frankenburg, M.D.
Department of Pediatrics
University of Colorado Medical Center
4200 E. 9th Avenue
Denver, Colorado 80220

7/1/73-8/31/74
\$62,616

OCD-CB-292(C1)

Long-Term Motivational-Cognitive Effects of Day Care

The effects of preschool on motivational variables such as reflectivity, curiosity, level of aspiration, and "effectance" motivation are being examined in a group of black inner city children attending a Head Start program. Other objectives of the project are to reassess the issues of longer-term effects of preschool; to obtain longitudinal information on normal developmental changes in effectance motivation for low- and middle-income children; and to study differential influences of the day care experience on motivation and cognitive development.

Lola Nash, M.A.
Elm Haven Day Care Center
52 Webster Street
New Haven, Connecticut 06511

6/30/73-8/31/74
\$10,945

OCD-CB-310(C1)

Infant Day Care: A Longitudinal Study

The project is investigating the effect of homogeneous versus heterogeneous social class and age groupings on cognitive and socio-emotional development of lower-class infants, toddlers and preschoolers in day care.

E. Kuno Beller, Ph.D.
Department of Psychology
Temple University
Philadelphia, Pennsylvania 19122

9/1/73-8/31/74
\$71,345

OCD-CB-321(C1)

Developing Measures for Day Care Evaluation

The project is aimed at the development of instruments to measure the quality of services in a cross-section of day care situations. The study process will include the analysis of objectives and day care functions, and the resulting instruments will be published in a manual for use in day care evaluation.

Judith N. Buben
Council for Community Services
in Metropolitan Chicago
64 E. Jackson Boulevard
Chicago, Illinois 60604

6/29/73-6/28/74
\$58,677

OCD-CB-328

Economic, Social and Policy Aspects of Child Care: A Quantitative
Analysis of Child Care Arrangements of Working Mothers

The project will undertake a survey of working women to obtain information about modes of child care, expenditures for child care and household help, and information about family social and economic characteristics. Findings will be analyzed to determine the factors affecting the choice of child care and to evaluate the likely impact of the provisions of the Revenue Act of 1971.

Judith R. Lave, Ph.D.
Graduate School of Industrial Administration
Shirely S. Angrist, Ph.D.
School of Urban and Public Affairs
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213

6/1/72-8/30/73
\$14,625 (Grant period
extended; no additional
funds)

OCD-CB-405(C1)

PRACA Bilingual Bicultural Early Childhood Project

The project has developed a bilingual, bicultural curriculum and materials for Puerto Rican Spanish-speaking preschool children. The effects of the materials are being tested prior to their final revision and dissemination. Materials capitalize on the Puerto Rican cultural heritage and ways of communicating.

Camille Garcia
Puerto Rican Association for
Community Affairs, Inc.
1432 Lexington Avenue
New York, New York 10028

7/1/73-8/31/74
\$67,474

OCD-CB-407

Bilingual Bicultural Early Childhood Development Project

Fifty migrant families and their children are participating in this bilingual, bicultural day care program. The program will demonstrate the effect of the prestige associated with each language and culture on success or failure in learning. Equally high prestige will be attached to Spanish and English language traditions in child and parent activities. A program of comprehensive early child development services and activities is carried out in Spanish and English to provide a healthy environment for the primary language and culture of the Spanish child, while acquainting him with the second language and culture.

Salvador Sanchez
United Migrant Opportunity Services, Inc.
809 W. Greenfield Avenue
Milwaukee, Wisconsin 53204

7/1/73-8/31/74
\$103,675

OCD-CB-408(C1)

The Spanish-American Committee Day Care Center

The project will demonstrate the feasibility of providing a bilingual, bicultural education program in the context of a full-day day care center, staffed by community people who have little or no formal training but who are themselves bilingual and bicultural. Cultural factors to be used in shaping the educational program and teaching methodologies will be determined. Parents' involvement in the program will be studied.

Hilda Burgos de Sumner
The Spanish-American Committee for a
Better Community
4500 Lorraine Avenue
Cleveland, Ohio 44102

7/1/73-8/31/74
\$104,103

OCD-CB-409(C1)

Demonstration of Individualized Structured Bilingual Curriculum in
Preschool

This is a demonstration bilingual, bicultural program aimed at increasing the language competence and self-esteem of preschool children. The program utilizes the curriculum developed by the Southwest Educational Development Laboratory in an unstructured setting, combining free-play activities with individually structured lessons. Parents are kept informed of the child's progress and are actively involved in policy making. In addition, medical screening and services are provided to children entering the program. Comparisons with other programs will be made to determine the effectiveness of curriculum and techniques.

Jane M. Kasper
El Hogar del Nino
1850 S. Racine Avenue
Chicago, Illinois 60608

7/1/73-11/30/74
\$102,500

OCD-CB-411(C1)

Migrant Head Start/Day Care Project

This program offers a bilingual, multicultural experience for migrant Indian, Chicano and Anglo children within the context of a Head Start Program. The main focus of the program is to teach English to the non-English-speaking children. Multicultural awareness will be stressed through music, art, stories and games. Other emphases are social awareness, number and color concepts, and personal hygiene. In addition, a comprehensive Head Start nutrition, health, and parent involvement program will be offered.

J. David Hoggard
Economic Opportunity Board
of Clark County
900 W. Owens Avenue
Las Vegas, Nevada 89106

7/1/73-8/31/74
\$14,999

OCD-CB-414(C1)

Community Service Organization Child Development Center

This is a Head Start day care center program for settled and migrant Spanish-speaking children, which includes a bicultural, bilingual educational program emphasizing language and learning patterns of Chicano children. The main emphasis of the program is to provide services for children and to assess the effectiveness of these services.

Polly S. Warren
Kern County Economic Opportunity
Corporation
218-220 Eureka Street
Bakersfield, California 93304

7/1/73-8/31/74
\$49,773

OCD-CB-424(C1)

Child Migrant Day Care

This is a bilingual, bicultural day care program for 40 three- to five-year-old children of migratory and seasonal farm workers in the Imperial and Coachella Valleys of Southern California. An evaluation component is being added to the program to train the staff in evaluation procedures and to determine what effect the project has had on parents, children and staff.

Adalberto Ramirez
Campesinos Unidos, Inc.
605 W. H Street
Brawley, California 92227

7/1/73-8/31/74
\$49,705

OCD-CB-426(C1)

Differential Day Care Demonstration Project

The objectives of this project are to develop and standardize a practical working definition of differential day care placement and to develop appropriate mechanisms to assure such placement, providing alternatives for parents that will be as suitable as possible for their children's developmental needs.

Dolly A. Mosely, Ph.D.
Arkansas State 4-C Committee
416 National Old Line Building
Little Rock, Arkansas 72201

7/1/73-6/30/74
\$49,999

OCD-CB-427(C1)

A Chinese Bilingual Bicultural Training Program

The project is aimed at the development and implementation of a Chinese-American bilingual, bicultural preschool curriculum. Staff are trained in the relevant Chinese cultural and childrearing patterns in order to facilitate responsiveness to the children's family and community backgrounds. Specific materials are being developed for use in Head Start, preschool and public school programs.

Roderick Auyang
Chinatown North Beach Child Care Center
715 Chestnut Street
San Francisco, California 94133

6/30/73-6/29/74
\$36,441

OCD-CB-432

Day Care - IRS Brookhaven

This project is testing the feasibility of providing day care services to employees through industrial support of a child care coordinator situated on the site of an Internal Revenue Service office. The objectives are to identify parent needs for day care services and match them with known resources and to work with community resources to develop care for school age children.

Alice Brazier
County of Suffolk
Suffolk County Center
Riverhead, New York 11901

7/1/72-11/5/73
\$60,000 (Grant period
extended; no additional
funds)

OCD-CB-465

Family Day Care Home Systems Demonstration Project

This project will determine the feasibility of providing developmental child care in a family home setting. To achieve this, the project will upgrade the quality of its administrative structure and its constituent family day care homes funded by Title IV-A so as to comply with the proposed 1972 Federal Day Care Requirements. Results will be published in a series of monographs and disseminated nationally to other such systems.

Anthony Diodati
Associated Day Care Service, Inc.
710 Jackson Street
Philadelphia, Pennsylvania 19148

3/1/73-2/28/74
\$7,023

OCD-CB-466

User Survey of Day Care Publications

This project will conduct a mail survey to determine the usefulness, relevancy and timeliness of certain Office of Child Development publications intended for planners, operators and managers of day care facilities and services.

Frank P. Rymer, Jr.
University Sciences Forum
P.O. Box 39035
Washington, D.C. 20016

6/30/73-10/31/73
\$7,332

OCD-CB-467

Family Day Care Home Demonstration

The primary objective of this project is to demonstrate that quality developmental child care can be provided in a home setting in a family day care home system. The grantee will upgrade its administrative structure and constituent family day care homes so as to be in compliance with the proposed 1972 Family Day Care Requirements. The project will provide information and a description of how change occurs and the constraints incurred by the system in the process of upgrading performance.

Peggy Lowe
Day Care Service Unit
Jefferson County Department of Pensions
and Security
P.O. Box 10725
Birmingham, Alabama 35202

3/1/73-2/28/74
\$52,585

OCD-CB-468

Family Day Care Home Demonstration

This project seeks to upgrade services provided in 20 demonstration homes to meet requirements outlined in the proposed 1972 Federal Day Care Requirements. An administrative support system that will upgrade the demonstration homes is being developed and will serve as a model for the rest of the system and other systems nationally.

Lucille Farris
Social and Rehabilitative Services
Box 25352, State Capitol Station
Oklahoma City, Oklahoma 73125

3/1/73-2/28/74
\$33,477

OCD-CB-469

Family Day Care Home Demonstration Project

This project will demonstrate that quality developmental child care can be provided in family day care homes using a systems approach. The grantee will upgrade the level of services in the administrative agency and the quality of care in 20 family day care homes so as to be in compliance with the proposed 1972 Federal Day Care Requirements. One of the results expected will be information on the variety of costs associated with upgrading the performance of the system.

Queenie Lynch
Silver Bow County Department of
Social and Rehabilitative Services
Court House
Butte, Montana 59701

3/1/73-2/28/74
\$12,500

OCD-CB-470

Family Day Care Home System Demonstration Project

This project is an attempt by the Dane County Department of Social Services to ascertain if developmental child care can be provided in a family day care home setting. The aim is to develop and demonstrate the processes which will insure that developmental child care can be provided using a family day care homes systems approach. The project will provide information on the utility of such systems as a resource for existing federal day care programs and others that might be contemplated. The grant will be used to upgrade the quality of 20 demonstration homes and the administrative structure so as to comply with the proposed 1972 Federal Day Care Requirements.

Jerry McCartney
Dane County Department of
Social Services
1202 Northport Drive
Madison, Wisconsin 53704

4/1/73-3/31/74
\$19,720

OCD-CB-471

Family Day Care Home Systems Demonstration

The project seeks to determine the feasibility of providing developmental child care in a family home setting. The grantee will upgrade the quality of 20 demonstration homes and its administrative agency so as to be in compliance with the proposed 1972 Federal Day Care Requirements. One result expected from the project is information on the utilization of existing child support services, e.g. medical, dental, psychological, and other social services by the family day care homes system.

Flora Dieckhoff
Children Service Division
275 East 7th Street
Eugene, Oregon

4/1/73-3/31/74
\$12,319

OCD-CB-492

Cost-Benefit Analysis of Denmark's System of Day Care

A cost-benefit analysis will be performed on Denmark's nationwide government sponsored system of day care services for children. The cost to train one fully qualified caretaker and the cost per child per month will be determined for infant and toddler group day care centers, preschool group day care centers, school-age group day care centers, adolescent group day care centers, and family day care homes. The analysis will include the percentage of day care costs paid by central and local governments, parents and/or employers, and the percentage of cost expenditures for facilities, staff, supplies and health services.

Derrick B. Jelliffe, M.D.
Population, Family and International
Health Division
School of Public Health
University of California
Los Angeles, California 90024

5/1/73-10/30/73
\$29,432

OCD-CB-503

Parent-Child Centered Bilingual-Bicultural Daycare

This project utilizes a unique delivery system for both child care services and a bilingual-bicultural curriculum. Bilingual-bicultural day care services are provided by directly involving the mothers of young, two- to three-year-old Chicano children in an ongoing early education program. The mother serves as the primary instructor for her own and nine other children, and receives related training in child development.

Eugene E. Garcia, Ph.D.
Department of Psychology
University of Utah
Salt Lake City, Utah 84112

6/30/73-6/29/74
\$14,972

HEW-OS-73-58

Family Day Care Homes System Demonstration Project

The purpose of this study is to provide an evaluation of six to nine family day care home systems demonstrations delivering developmental day care services.

George Reagan
Development Associates, Inc.
1521 New Hampshire Ave., N.W.
Washington, D.C. 20036

10/1/72-3/1/74
\$143,301

EARLY CHILDHOOD

OCD-MC-06(C2)

Detection and Remediation of Learning Disabilities

This program is employing a series of remediation techniques in 1) an intensive summer program for 30 elementary school children showing symptoms of dyslexia and 2) a fall-to-spring program for 30 pre-school-age children showing similar symptoms. Remediation activities stress perceptual-motor coordination basic to the acquisition of reading, writing, spelling, and language skills.

Leland P. Bechtel, Ph.D.
Department of Psychology
Bates College
Lewiston, Maine 04240

7/1/73-6/30/74
\$86,290

SF-500(C4)

A Special Facility for Child Development and Education

This project involves the development of a special facility for child development and education which links preschool and elementary education in a program that operates under the joint sponsorship of a state university and a public school system. It is studying individual learning styles in an attempt to further individualize instruction and will add a behavior modification system and self- and social-awareness program for approximately 275 children. Project activities also include home intervention for 150 children, and teacher training.

Bettye M. Caldwell, Ph.D.
Center for Early Development and Education
University of Arkansas
814 Sherman Street
Little Rock, Arkansas 72202

6/1/73-5/31/74
\$380,740

PR-900(C8)

Program in Child Welfare Research

This study is determining through data analysis the effectiveness of medical, social, educational and day care services for a group of disadvantaged families, and is examining aspects of parenthood and first-born children. A variety of publications on the development of these children is planned.

Sally Provence, M.D.
Yale University Child Study Center
333 Cedar Street
New Haven, Connecticut 06510

7/1/73-6/30/74
\$64,426

OCD-CB-03(C2)

Social Class and the Development of Symbolic Communication

This project will study symbolic communication in poverty-level pre-school children is an effort to determine whether lower levels of educational performance can be attributed to dialect and a failure to understand standard English, or whether it represents a more general cognitive failure of understanding and ability to communicate various sets of information. The project seeks to define the relationship between performance on tests of information processing and communication and intrafamilial factors such as family and kinship organization. Perceptual, conceptual, semantic and syntactical aspects of processing and communication will be studied through tasks requiring communication between children and between mother and child.

J. McVicker Hunt, Ph.D.
Girvin E. Kirk, Ed.D.
Department of Psychology
University of Illinois
Champaign, Illinois 61820

6/29/72-8/31/73
\$69,898 (Grant period
extended; no additional
funds)

OCD-CB-49(C2)

Cognitive Development and Mother-Child Interaction

This project studies cognitive development during the period from 15 to 36 months of age in a group of culturally deprived Negro infants for whom information on development from 8 to 15 months is already available. The focus is on the transition from sensorimotor action to internalized thought, the determination of the maternal characteristics associated with the development of representational thought, and the relation of early cognitive development and maternal variables to language development.

Silvia M. Bell, Ph.D.
Departments of Pediatrics and Psychiatry
The Johns Hopkins University
School of Medicine
Baltimore, Maryland 21205

9/1/73-8/31/74
\$65,729

OCD-CB-98(C2)

Curriculum Research in Infant Education

The goal of this project is to formulate a curriculum with respect to particular developmental systems. Children from one to two-and-one-half years of age are being longitudinally studied in terms of their social, language, and play behavior. The major intention is to develop a program of infant education which will enhance the competence of children from low socioeconomic families. Currently 46 families from a representative range of socioeconomic backgrounds are participating in the research. The in-home, in-service training of caregivers as research assistants also is being explored.

William Kessen, Ph.D.
Greta Fein, Ph.D.
Yale University
Department of Psychology
333 Cedar Street
New Haven, Connecticut 06510

6/30/73-6/29/74
\$158,918

OCD-CB-100(C3)

The Family Development Research Program

Experiences are provided in a combined home visit and enrichment center program for young disadvantaged children and their families. Experiences are aimed at fostering in the child maximal cognitive and psychosocial functioning during the period of intervention and subsequently throughout life. Participants will be compared both with other disadvantaged families and with other school children on national norms. New tests of intraexperimental group development are being created and innovative preschool programs are being explored.

J. Ronald Lally, Ph.D.
Children's Center
100 Walnut Place
Syracuse University
Syracuse, New York 13210

6/30/73-6/29/74
\$374,991

OCD-CB-109(C1)

The Development of Infant-Mother Attachment

The project is analyzing the data collected on 26 white, middle-class infant-mother pairs in order to determine the development and organization of infant attachment during the first year. Individual differences in attachment, environmental influences on this process, and the effects of the attachment relationship on sensorimotor plus cognitive development of the child are also being studied.

Mary D. Salter Ainsworth, Ph.D.
Department of Psychology
The Johns Hopkins University
Baltimore, Maryland 21218

6/1/73-5/31/74
\$43,739

OCD-CB-166

Children with Deviant Early Developmental Experiences

This will ultimately be a longitudinal study of childrearing practices and their effects on the physical, cognitive, social and emotional growth of children reared in three types of nontraditional family settings (hippie communes, common-law relationships, and adolescent unmarried mothers). The present focus is on deriving dimensions for comparatively assessing the experimental and control environments.

Bernice T. Eiduson, Ph.D.
Department of Psychiatry
Center for Health Sciences
University of California at Los Angeles
Los Angeles, California 90024

4/1/72-8/31/73
\$5,349 (Grant period
extended; supplementary
funds)

OCD-CB-187(C1)

Assessment of Infant Socioemotional Development

This project is determining the feasibility of developing a simple observational instrument for use in child care settings to measure socioemotional development in children during the first two years of life.

Michael Lewis, Ph.D.
Division of Psychological Studies
Educational Testing Service
Princeton, New Jersey 08540

6/1/73-5/31/74
\$54,122

OCD-CB-193(C1)

Child-Rearing Practices and the Development of Competence

Based on the investigator's previous work, a training program for mothers is being developed and studied in 16 families. A competency battery will be administered to the children at age two.

Burton L. White, Ph.D.
Harvard Graduate School
of Education
418 Larsen Hall
Cambridge, Massachusetts 02138

9/1/73-8/31/74
\$108,060

OCD-CB-268(C1)

Studies in Socioemotional Development in Infancy

The objective of this collaborative effort of the University of Florida, Temple University, Syracuse University, and personnel at the University of Chicago and the National Institute of Child Health and Human Development is to develop model behavior observation schedules in the areas of trust and persistence, for children from birth to age three.

Ira J. Gordon, Ph.D.
Institute for Development of
Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

7/1/73-9/30/73
\$19,336

OCD-CB-420(C1)

Repeated Stories and Language Development

This project is analyzing the verbal interaction which takes place between adult readers and preschool age children as the adult reads stories to the children. The aim is to discover reader interaction characteristics which relate to language and emotional growth.

Paul D. Ackerman, Ph.D.
Department of Psychology
Wichita State University
Wichita, Kansas 67208

9/1/73-8/31/74
\$24,227

OCD-CB-490

Alternative Approaches to Child Rearing and Their Effects on the
Mother-Infant Relationship

This project is a longitudinal study of the effects of alternative approaches to infant care on the mother-child relationship. Mothers who enroll their infants in infant care centers will be compared with those who choose to rear their infants at home with respect to infant attachment to the mother, quality of mothering, infant developmental level and family demographic characteristics.

Ellen Hock, Ph.D.
Ohio Agricultural Research and
Development Center
Wooster, Ohio 44691

6/30/73-6/29/74
\$39,987

OCD-CB-491

Health Advocacy in Child Care Programs

This project is a demonstration of a technical assistance model consisting of the evaluation of child care center compliance with recommended health standards, and the training of a center-designated staff member as a health advocate to improve center compliance. The effectiveness of the evaluation and training in improving the health component of child care centers will be determined and correlated with characteristics of the trainees, characteristics of the center, and community health awareness.

Susan S. Aronson, M.D.
Departments of Community and
Preventive Medicine/Pediatrics
The Medical College of Pennsylvania
3300 Henry Avenue
Philadelphia, Pennsylvania 19129

7/1/73-6/30/74
\$88,029

OCD-CB-493

All Indian Pueblo Council - Speech and Hearing Project

This project is an attempt to gain understanding of the development of speech and language skills in Pueblo Indian children. Normative information on speech and language will be collected for Indian children from the Zia, San Felipe, Acoma and Laguna Pueblos, and specific speech, language and hearing disorders will be identified for these children. The validity of available speech and/or language tests will be determined, and new instruments will be developed for use with Indian children.

Amarante Silva
All Indian Pueblo Council
1000 Indian School Road, N.W.
Albuquerque, New Mexico 87107

6/30/73-6/29/74
\$50,000

OCD-CB-502

Region IX American Indian Council Planning Project

This project will assess the educational needs of American Indian children by means of a survey of Indian specialists and early childhood education programs of interest to American Indian communities. An American Indian Early Childhood Education Council of qualified education personnel and interested parents will be developed to meet with State and Federal officials concerning Indian education.

Ronald P. Andrade
Region IX American Indian Council
130 Bush Street, Suite 8
San Francisco, California 94104

7/1/73-10/31/73
\$12,610

SOCIAL ECOLOGY

OCD-CB-46(C1)

Race, Environment, and Performance: A Re-Analysis

A small team of scientists are collaborating in preparing a monograph which will examine the existing evidence on genetic and environmental determinants of differences in intellectual performance of ethnic groups, and the implications for public policy.

Gardner Lindzey, Ph.D.
Department of Psychology
University of Texas
Austin, Texas 78712

9/1/72-8/31/73
\$34,199 (Grant
period extended;
no additional funds)

OCD-CB-151(C1)

Modification of Children's Racial Attitudes

This project is investigating some of the attitudinal and behavioral components of racial prejudice in elementary school children, and assessing the relative efficacy of various modification procedures upon these attitudes and intergroup behavior at different age levels.

Phyllis A. Katz, Ph.D.
Graduate Center
City University of New York
33 W. 42nd Street
New York, New York 10036

9/1/73-8/31/74
\$82,308

OCD-CB-190

Policy, Programs and Research in Child Development: A Review and Assessment from a Minority Perspective

A position paper is being developed which assesses from a theoretical perspective the derivation, definition, and implications of "institutional racism," analyzes governmental policies, research, and program activities in the light of that assessment, and presents specific recommendations for overcoming "institutional racism."

William S. Hall, Ph.D.
Department of Psychology
Princeton University
Princeton, New Jersey 08540

3/1/72-8/31/73
\$36,892 (Grant period
extended; no additional
funds)

OCD-CB-412

Pride in Indian Heritage for the Pre-School Child

The objectives of this program are 1) to enhance urban Indian families' awareness of their own heritage and culture, and 2) to sensitize pre-school personnel to the uniqueness of the Indian student, to bring about awareness of the cultural gap, and to provide some solutions to the problems of Indian and non-Indian relationships. Personnel will be trained through workshops and on-site training by Indian trainees, and bicultural curriculum and guidelines will be developed for implementation at the preschool level.

Michelle Robinson
North American Indian Alliance
Indian Service Center
72 East Park
Butte, Montana 59701

6/30/73-6/29/74
\$39,543

OCD-CB-417

Interstate Migrant Human Development Project

The project will demonstrate the feasibility of a strategy of child advocacy for an ethnic minority, i.e., Mexican-American migrant farm workers. The goal of the project is to establish for migratory Mexican-American parents a developmental relationship between them and their children, other members of the ethnic community, and individuals and institutions of the ethnic majority. Other services will include day care and emergency food and medical services.

Oscar L. Villarreal
Texas Migrant Council, Inc.
2220 Sta. Ursula
Laredo, Texas 78040

6/30/73-6/29/74
\$174,075

OCD-CB-422(C1)

Black Stylization and Implications for Child Welfare

The project will continue development of data collection instruments and methodology in order to examine the life styles of nine-year-old black children from lower, working and professional classes. The range of black creative modes of expression will be related to current behaviors, values, and aspirations of the children. Profiles are being obtained and assessed in terms of implications for child welfare policies and programs.

Joseph B. Murphy
Atlanta University School of
Social Work
223 Chestnut Street, S.W.
Atlanta, Georgia 30314

6/1/73-5/31/74
\$53,555

OCD-CB-449(C1)

A Study of Socioeconomic Status and Racism in a Preschool Program

This project will investigate cognitive learning and self-esteem in Head Start pupils who are exposed to an educational setting with a cultural emphasis different from that of middle-class America. Variables of specific concern are racial composition of the schools, the cultural emphasis of the schools, and the socioeconomic status of the pupils enrolled in the schools. Materials aimed at building positive cultural identification and self-esteem for black children will be collected for use in a training program for teachers and others.

T. George Silcott, M.S.W.
Black Analysis, Inc.
Pine Bridges Road RD#3
Mount Kisco, New York 10549

7/1/73-6/30/74
\$50,896

OCD-CB-453

Problem Solving Strategies in Preschool and Primary Children

This project is aimed at identifying several problem-solving situations, and determining what strategies children use to arrive at solutions. The project will investigate the effect of age, sex, socioeconomic status and problem type on the strategies used by 300 children, ages four through six. Curriculum will be developed to teach inductive and logical thinking skills that can be employed for problem-solving.

Arthur C. Littleton, Ph.D.
Academy of Urban Services
2739 N. Grand Avenue, Suite 310
St. Louis, Missouri 63106

6/1/73-5/31/74
\$45,614

OCD-CB-484

Matching Home and School: Effects on the Black Child

The match-mismatch features of the child, the teacher, the contents of school material, parents and peers will be measured with the objective of determining how these affect achievement and motivation in the black child. The mismatch features being examined are values, attitudes towards standard and non-standard English, attitudes toward school, expectations for the student and for the teacher, and the style of verbal and non-verbal communication. The age and grade level of the child and his family's socioeconomic status will also be considered in the analysis.

Robert L. Williams, Ph.D.
Institute of Black Studies, Inc.
6372 Delmar Boulevard
St. Louis, Missouri 63130

6/1/73-5/31/74
\$99,957

OCD-CB-485

Early Social Development: Parent and Child Programs

The study will compare the relative effectiveness of four intervention models for promoting the social development of preschool children in eight day care settings, particularly with respect to the enhancement of inter- and intragroup attitudes and behavior. The models are classroom intervention (a Dramatic Play Program), parent education (the "Parents are Teachers Too" Model), a combination of both approaches, and a group of centers with no supplementary programming.

Robert F. Boger, Ph.D.
Institute for Family and Child Study
College of Human Ecology
Michigan State University
East Lansing, Michigan 48823

8/1/73-7/31/74
\$103,034

OCD-CB-486

Social Ecology of South Commons

This is a planning grant to develop a project to study the effects of living in a planned socioeconomically and ethnically heterogeneous community on the development of primary school-age children. Special focus will be on the spatial orientations of different classes and subcultures in the South Commons area and on the effect of the community of school performance.

Jean E. Bedger, M.A.
Council for Community Services
in Metropolitan Chicago
64 E. Jackson Boulevard
Chicago, Illinois 60604

6/1/73-11/1/73
\$28,392

OCD-CB-487

Indices of Socialization: A Study of Black Father-Child Interaction

This project will investigate four major areas of socialization practices inferred from Black father-child interactions in an effort to determine the effect and role of the father in childrearing. Middle and low income fathers and sons will be observed and interviewed with respect to 1) commonalities/differences in ethnic group identity between father and son, 2) childrearing attitudes of black fathers, 3) interactional dynamics between father and son, and 4) social class differences existing between the subjects on these variables.

John K. Dill, Ph.D.
Institute for Developmental Studies
School of Education
New York University
New York, New York 10003

7/1/73-6/30/74
\$80,223

OCD-CB-488

Cooperative Community Orientation Project

This is a research and demonstration project designed to socialize preschool black children in cooperative, community oriented styles of group interaction. The research aspect of the project will be an assessment of the efficacy of the cooperative, collective oriented training program in improving the behavior of children in day care facilities. The demonstration component will serve as a model of the ways in which parent and community resources may effectively participate in the incorporation of cooperative, collective training concepts into existing day care facilities.

Jackie Kimbrough, M.A.
Coordinated Child Care Council
of South Los Angeles
1827 East 103rd Street
Los Angeles, California 90002

7/1/73-6/30/74
\$137,393

OCD-CB-489

Racial Misidentification and Attitudes About Self Among Preschool Children

This project will critically analyze racial misidentification and its relationship to positive or negative self-conceptual feelings among preschool black and white children. Through the use of doll models depicting various racial features, each child will rate herself/himself on an anthropological continuum. Discrepancies between the judges' ratings and the child's self-perception (as reflected by his/her doll choice) will be analyzed with respect to demographic variables. A final analysis will be performed to determine correlations between the child's discrepancy scores and his scores on the self-concept scale.

Miller W. Boyd, Ph.D.
Academy of Urban Services
2739 North Grand Avenue
Suite 310
St. Louis, Missouri 63106

6/1/73-5/31/74

\$63,350

ADOPTION AND FOSTER CARE

OCD-CB-59(C2)

A Study of Adoption of Black Children by White Families

This study has two major thrusts: 1) the follow-up of 125 children, age six or older, who have been in their adoptive homes at least three years, to obtain information on their development and adjustment and in the satisfactions and problems experienced by adoptive parents; and 2) the examination of the adoption process in 35 recent adoptions from the point of view of the adoptive parents and the social workers who work with the families, in order to understand the attitude and perceptions of those involved in the adoption process.

Ann W. Shyne, Ph.D.
Lucille J. Grow, Ph.D.
Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

9/1/73-8/31/74
\$52,687

OCD-CB-60(C2)

Organization, Recruitment and Education of Foster Parents

The project will assist social agencies and foster parent associations in reviewing, assessing and improving the foster parent role and status; develop a model for foster parent handbooks through a review of current attitudes and policies; continue to operate the national information exchange for foster parents, evaluate training of foster parents and foster care workers and develop curricula; and participate in the development of the National Foster Parent Conference.

Helen D. Stone
Foster Parent Project
Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

7/1/73-6/30/74
\$160,319

OCD-CB-71(C2)

Utilization of Subsidies to Increase Black Adoptions

The purpose of this project is to demonstrate the utilization of subsidies as one means of securing adoptive homes for black children who would otherwise have no legal and permanent home and would presumably need to continue in long-term, paid foster care. Focus is on finding black children suitable for adoption, recruiting potential adoptive families, and collecting data on this new approach.

Mabel Vivian Hargrave, M.S.W.
Illinois Department of Children
and Family Services
1439 South Michigan Avenue, Room 411
Chicago, Illinois 60605

8/1/73-7/31/74
\$181,910

OCD-CB-77(C2)

Black Child Advocacy Adoption Project

A major activity of this project is to stimulate the black community to become actively involved in solving the problems related to finding permanent homes for black children. The mechanism of regional conferences will be used. The project aims to foster community awareness of legal factors impeding black adoptions and provide the technical assistance to newly formed community groups which organize as a result of the conferences. An evaluation of the effectiveness of this approach will be made.

Alfred B. Herbert, Jr., M.S.W.
Black Child Development Institute, Inc.
1028 Connecticut Avenue, N.W.
Suite 514
Washington, D.C. 20036

6/30/73-6/29/74
\$157,328

OCD-CB-134(C1)

Interstate Compact on the Placement of Children

The Interstate Compact provides a mechanism which eliminates the complex legal and administrative provisions involved in the interstate placement of foster or adoptive children. This is particularly important in providing maximum opportunity for those with special characteristics, such as racially mixed and older children, groups of siblings, and physically handicapped and emotionally disturbed children, since resources may not be available in their state of residence. The project provides technical assistance to states interested in enacting the Compact and strengthens the service of the national secretariat maintained by the member states.

Brendan Callinan
American Public Welfare Association
1660 L Street, N.W., Suite 607
Washington, D.C. 22036

9/1/73-8/31/74

\$92,074

OCD-CB-146(C1)

NAACP Adoptive Parent Recruitment and Educational Program: NAACP
"Adopt-A-Child"

The NAACP "Adopt-A-Child" project is recruiting adoptive families for black children, educating potential adoptive parents to cope with agency regulations, educating the community on adoptions and the adoptive process, advocating for children in need of adoptive homes, and in general serving as a resource for adoption agencies in Georgia. The specific goal is to decrease the number of black children in public care and increase their placement in permanent homes.

Beverly Worrell
National Association for the Advancement
of Colored People
970 Hunter Street, S.W.
Atlanta, Georgia 30314

5/1/73-4/30/74

\$138,455

OCD-CB-289

Analysis of Agency Placement of Handicapped Children

This project consists of three phases: 1) a research project, involving collection of data from 75 agencies to determine their programs and policies regarding the placement of handicapped children; 2) a workshop for professionals and families; and 3) publication of a handbook summarizing data gathered through the research project and workshop.

Bruce L. Warren, Ph.D.
Department of Sociology
Eastern Michigan University
Ypsilanti, Michigan 48197

6/1/72-9/30/73
\$45,242 (Grant period
extended; no additional
funds)

OCD-CB-305

Spaulding for Children - An Alternative Method for Adoption Services

Spaulding for Children is a private agency which places "hard to place" children in adoptive homes. It is conducting a demonstration project intended to provide public and private adoption agencies with a description of the policy and administrative means by which they can improve their services to children considered "hard to place" or "unadoptable" for reasons of race, age, or handicap.

Kathryn S. Donley, M.S.W.
Spaulding for Children
3660 Waltrous Road
Chelsea, Michigan 48118

6/1/72-5/31/74
\$73,287 (Grant period
extended; no additional
funds)

OCD-CB-373

Informal Adoption in Black Families

This is an exploratory study of informal adoption in the rural South, where the parent surrogate has not followed legal prescriptions governing legal adoptions or administrative directives of social agencies. Interviews are being conducted with 150-300 families and will yield information on the legal, social, and cultural contexts in which informal adoption occurs.

Lewis W. Jones, Ph.D.
Division of Behavioral Science Research
Tuskegee Institute
Tuskegee, Alabama 36088

6/1/72-8/31/73
\$52,999 (Grant period
extended; no additional
funds)

OCD-CB-455

Decision Making Processes in Foster Care

This project will examine the decision making processes in foster care by determining what criteria guide the social worker in seeking information to support his decision. The interaction of child welfare workers with parents will be studied intensively to determine how their initial and continuing decisions affect the careers of children in foster care.

Kermit T. Wiltse, D.S.W.
School of Social Welfare
120 Haviland Hall
University of California, Berkeley
Berkeley, California 94720

6/30/73-6/29/74

\$39,848

OCD-CB-474

Informal Adoptions Among Black Families

This project will examine the social, economic and legal contexts of informal adoption among black families in a nationally representative sample of families from the 1972 Census Public Use Sample and The Census Employment Survey data for two urban areas. The effect of existing adoption regulations on families with informally adopted children and the social and economic characteristics of families and their adopted children will be systematically described with a view toward adequate delivery of services to these children.

Lawrence Shackelford
Research Department
National Urban League, Inc.
733 15th Street, N.W. Suite 1020
Washington, D.C. 20005

6/30/73-6/29/74

\$109,773

OCD-CB-481

Freeing Children for Permanent Placement

This project will attempt to free children for permanent placement by training Child Services Division staff in the procedures of termination of parental rights and in developing court and community acceptance. Parents who cannot respond to rehabilitative casework efforts will be identified and court termination proceedings begun on these cases.

Victor Pike, M.S.W.
Children's Services Division
State of Oregon
4506 S.E. Belmont Street
Portland, Oregon 97215

6/30/73-6/29/74

\$149,153

ADVOCACY

OCD-CB-84(C2)

Holly Park Child Advocacy Demonstration Project

The major goal of this project is to promote and facilitate services for children in order to prevent mental health and/or social problems from developing. Activities include a program planning and management system and the promotion and facilitation of flexible services adapted to children's needs. Parental involvement in school activities is a major focus of the project, with trained child advocates acting as intermediaries on behalf of the children.

Lindbergh S. Sata, M.D.
University of Washington
School of Medicine
Seattle, Washington 98105

7/1/73-6/29/74
\$130,015

OCD-CB-317(C1)

Child Advocacy Program

This child advocacy model has three goals: 1) to identify specific problems which interfere with a child's normal development; 2) to insure that all first grade children within a designated area obtain all needed available community services; 3) to identify needed preventive and corrective services not available and to mobilize resources to initiate them. The approach is based on an advocacy team concept consisting of indigenous high school seniors (child advocates), college students (team leaders), and various professionals, and a hierarchical problem-solving system.

Victor P. Satinsky, M.D.
Hahnemann Medical College and Hospital
230 North Broad Street
Philadelphia, Pennsylvania 19102

6/1/73-5/31/74
\$101,720

CHILDREN'S INSTITUTIONS

OCD-CB-103(C2)

Facilitation of Knowledge Utilization by Institutions for Child Development

The Human Interaction Research Institute is working with four child-care institutions (for retarded, disturbed, delinquent, and dependent children) to improve institutional effectiveness in implementing exemplary practices and change strategies. Information about desirable innovations is being disseminated to provide the institutions with stimulation and ideas about the kinds of changes they might consider. A comprehensive evaluation will be made of the effectiveness of various intervention strategies.

Edward M. Glaser, Ph.D.
Human Interaction Research Institute
10889 Wilshire Boulevard
Suite 1120
Los Angeles, California 90024

7/1/73-7/31/74
\$86,485

OCD-CB-106(C2)

Community Oriented Care in Children's Institutions

This project is examining a systematic sampling of institutions responsible for the care and treatment of dependent and disturbed children. It will determine factors crucial to institutional change in the direction of community oriented care as a function of three experimental conditions: social sponsorship, leader executive session, and staff training. In addition, the project will develop and test approaches to realizing planned changes, and evaluate the effectiveness of various approaches. Efforts will be concentrated on completion of past measurements of experimental effects, data reduction, analysis procedures, and report writing.

Audrey Lane
Department of Human Resources
State Office Building
Atlanta, Georgia 30334

6/29/73-6/28/74
\$105,478

EDUCATION FOR PARENTHOOD

OCD-MC-01(C2)

Preparation for Parenthood

A comprehensive program of educational, medical, social and vocational services enables approximately 140 pregnant teenage girls to continue their education while pregnant and to prepare for more than the immediate future. An innovative aspect is the use of videotaped and computer-assisted instruction designed to meet individual needs. Girls are informed and encouraged to take advantage of the community resources which will enable each to solve her particular problems in the most effective manner.

Charles Thornal
Waco Independent School District
P. O. Drawer 27
Waco, Texas 76703

6/30/73-7/31/74
\$54,566

OCD-MC-12(C2)

Preparation for Parenthood Program and Early Childhood Development Program

This program provides comprehensive educational, medical, social and parent education services for pregnant school-age girls, and for returning dropouts who have babies. An infant and child development center serves as a laboratory school in support of the parenthood component.

Jeannetta Branche, M.Ed.
Macon County Board of Education
P. O. Box 90
Tuskegee, Alabama 36083

6/30/73-8/31/74
\$128,283

OCD-CB-17(C2)

Family Developmental Center

The Family Developmental Center is designed to provide services for 50 infants from birth to two years and their adolescent parents. The objectives of the program are to provide an appropriate day care facility for infants, to assure adequate health care, to provide a parent education program for their mothers, and to enable the mothers to continue their high school education.

Judith L. Lewis
Family Developmental Center
1855 Folsom Street
San Francisco, California 94103

6/30/73-6/29/74
\$263,417

OCD-CB-33(C2)

Exploring Childhood: A Curriculum for Adolescents

This project is revising and testing materials developed during the pilot program for use in programs in which adolescents work with young children while studying issues of child development and childrearing. Revised materials will be tested in classrooms in 200 school districts representing diversity in socioeconomic background, ethnicity of students, type of community, program orientation and teacher background.

Peter B. Dow, M.A.T.
Education Development Center
Social Studies Program
15 Mifflin Place
Cambridge, Massachusetts 02138

4/1/73-3/31/74
\$945,000

OCD-CB-39(C2)

A Parent Education Program in the Pediatric Clinic

This project combines an educational intervention program involving parents with a comprehensive medical program for young children. Mothers of 20- to 40-month old children are trained in child development in the waiting rooms of pediatric clinics and well-baby stations. The effectiveness of parent training on the child's language and cognitive development is assessed.

Anne G. Morris
Mount Sinai School of Medicine
100th Street and Fifth Avenue
New York, New York 10029

6/30/73-6/29/74
\$38,096

OCD-CB-101(C2)

Research Utilization and Information Sharing Project

The project is assessing the current knowledge base with respect to infant development, infant education and intervention, childrearing practices, day care and adolescent parenting. Materials are being developed to assist the improvement of childrearing skills of adolescent parents and caregivers other than the mother. A major effort is being made to disseminate the collected information and developed materials through sponsorship of a national conference on improving care for infants of school age parents, as well as through active participation in state-wide conferences sponsored by the project.

Shirley A. Nelson
Consortium on Early Childbearing
and Childrearing
1145 19th Street, N.W., Suite 618
Washington, D.C. 20036

7/1/73-6/30/74
\$92,148

OCD-CB-127(C1)

Model for Low-Income and Chicano Parent Education

A demonstration model family care center provides a guided but cooperative participatory program for low-income, primarily Mexican-American mothers and their preschool children. The program focuses on opportunities for parental participation to enhance the parents' sense of competence by providing a new type of institution where they can be active and capable teachers of their own children. Mothers learn about child growth and development, homemaking, interpersonal skills and ways of using community institutions to better solve their problems.

Penelope Davies
Santa Barbara Family Care Center
305 E. Anapamu Street
Santa Barbara, California 93101

1/1/73-12/31/73
\$95,303

OCD-CB-138(C1)

Home Start: School for Parents - A TV Serial on Infancy

The project is demonstrating the feasibility of using a television series for parent training, and will produce a series of six programs dealing with infants. Home interviews will be conducted to determine the effectiveness of the program. The demonstration project will include a prototype School for Parents for field-testing and filming purposes.

Marilyn Segal, Ph.D.
Division of Early Childhood
Behavioral Science Center
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

5/1/73-4/30/74
\$249,618

OCD-CB-158(C1)

Choctaw Home-Centered Family Education Demonstration Project

This longitudinal project is demonstrating the feasibility of utilizing, in seven communities, a sub-community educational entry system to provide cognitive experiences to Indian children from birth to age five. This is done through an interactive family education process utilizing the DARCEE Home Visiting Model and the DARCEE Skill Development curriculum model.

Jim Baker
Mississippi Band of Choctaw Indians
Route 7, Box 21
Philadelphia, Mississippi 39350

6/30/73-6/29/74
\$196,829

OCD-CB-415

Evaluation of Project ACT

This is a formative and summative evaluation of Project ACT, whereby students receive training and field experience with preschool and/or kindergarten children. The summative evaluation will focus on change and growth in the adolescents in the areas of increased awareness and understanding of children, increased motivation and pleasure in working with children, and choices leading to career development in child-related fields.

Joan R. Harris, M.A.
Social Science Research
1330 Massachusetts Avenue, N.W.
Washington, D.C. 20005

6/30/72-1/31/74
\$61,500 (Grant period
extended; \$548
supplementary funds)

OCD-CB-458

Boy Scouts of America - Education for Parenthood Program

The project will use a systems approach to the planning, production and implementation of a family life education program including sensitivity toward parenting, child development, and family welfare. National components of the project will provide coordination, supervision and support resources, including curricula, for the demonstration program in River Edge, New Jersey.

Ivan B. Stafford, Ed.D
Boy Scouts of America
North Brunswick, New Jersey 08902

6/1/73-5/31/74
\$100,000

OCD-CB-459

Education for Parenthood Program for Disadvantaged Adolescent Youth

This project will develop and operate a parenthood education program for disadvantaged adolescents in Boys' Clubs in three sections of the country. The program will include formalized in-service training for Junior Leader staff members; vocational exploration visits and training for beginning work experiences in child-related careers; discussions of values related to male-female relationships, marriage, families and parenthood; working directly with children and describing the experiences to others; and using videotape as a program attraction as well as for instructional purposes.

William R. Bricker
National Director
Boys' Clubs of America
771 First Avenue
New York, New York 10017

6/1/73-5/31/74
\$74,992

OCD-CB-460

Education for Parenthood Program

This project is designed to improve the knowledge and skills of girls and boys in the area of child development through demonstration projects planned and carried out by five individual Girl Scout councils and a consortium of four councils. At the national level, an effort will be made to increase the involvement of the total Girl Scout membership in activities which will support and implement the purposes of the education for parenthood program.

Jacqueline L. Richardson
Girl Scouts of the United States of America
830 Third Avenue
New York, New York 10022

6/1/73-5/31/74
\$99,005

OCD-CB-461

Preparing Teenagers for Parenthood

This is an education and action-oriented demonstration program designed to mobilize the community resources, experience and expertise of five neighborhood centers located in five major cities in different geographical areas of the United States. The objectives of the program are to provide information about the human reproductive process, pregnancy, childrearing and parenthood; opportunities to discuss these topics in a comfortable climate of openness and mutual trust; participation in planned observation of children in various stages of development; and intensive practical experience in child care.

Walter L. Smart
National Federation of Settlements
and Neighborhood Centers
232 Madison Avenue
New York, New York 10016

6/1/73-5/31/74
\$99,098

OCD-CB-462

Education for Parenthood

A demonstration project in California, Maryland, Minnesota and Texas will provide formal and informal instruction and opportunities for older teens to gain direct experience with young children. Youth from rural, urban, suburban, out-of-school, parent and nonparent groups will learn first hand about infant and child developmental needs and become aware of the role and responsibilities which they may expect as future parents. Projects will, through the 4-H Youth Extension Service, include study-discussion formats, Teens-Teach-Teens programs, individual counseling, psychotherapy groups, films and video trainers, games and simulations, and work with family day care mothers in actual child care situations.

Hope S. Daugherty, Ph.D.
4-H Youth Extension Service
U.S. Department of Agriculture
Washington, D.C. 20250

6/1/73-5/31/74
\$109,814

OCD-CB-463

Demonstration in Education for Parenting

This project seeks to provide a community based education for parenthood program for poor and disadvantaged youth. The program will focus on providing reality experiences concerning the needs of infants and young children through discussion, practical experience, and formal and informal teaching techniques and, in addition, will expose teenagers to career opportunities in the child development field.

Edith MacLachlan
The Salvation Army
Women's and Children's Social
Services Department
120 W. 14th Street
New York, New York 10011

6/1/73-5/31/74
\$98,760

OCD-CB-464

Teenagers as Child Advocates

This project seeks to demonstrate that a cooperative endeavor between private and public agencies and the parents of a rural Appalachian community can effectively recruit and provide learning experiences whereby teenagers can obtain the skill and knowledge to become effective parents. Teenagers will be recruited for out-of-school classes in child development and trained by direct experiences in a parent-child center and in children's homes, and will then serve as child advocates in the community.

Donald Carroll Parker
Appalachian Program
Save the Children Federation
Box 319
Berea, Kentucky 40403

6/1/73-5/31/74
\$34,980

OCD-CB-497

Evaluation of Education for Parenthood Programs

This project will develop and implement an evaluation of National Voluntary Organizations Education for Parenthood Programs. Evaluation will be organized along three levels: within programs, between programs, and overall program effects. A wide variety of instruments will be utilized, including content tests, self-rating inventories and ethnic cultural appropriateness inventories.

Larry A. Morris, Ph.D.
Behavior Associates
2627 East Broadway
Tucson, Arizona 85716

6/30/73-6/29/74
\$117,888

EMERGENCY SERVICES AND CHILD ABUSE

OCD-CB-58(C2)

Children-In-Crisis

This 24-hour emergency social service directs itself to awareness, professional diagnosis and appropriate aid for children and families faced with a traumatic situation. Emphasis is on providing comprehensive, immediate, and accessible services to the child and family within a neighborhood area.

Kenneth Han
Child and Family Services
of Erie County, New York
205 Maryland Street
Buffalo, New York 14201

6/30/73-8/31/74
\$169,749

OCD-CB-91(C2)

Comprehensive Emergency Services to Neglected-Dependent Children

Twenty-four hour emergency care services are provided for neglected and dependent children which enable them to remain in their homes, or when removal is necessary, provide an orderly separation process for the child and his family, thus minimizing traumatic effects to the child.

Margaret Silvean
Davidson County Office
Tennessee Department of Public Welfare
1616 Church Street
Nashville, Tennessee 37203

7/1/73-6/30/74
\$92,963

OCD-CB-141(C1)

Study of Social Illness in Children

The project integrates a descriptive epidemiologic study of the "social illnesses" of childhood (failure to thrive, child abuse and neglect, pica, accidents and ingestions) and a study of family situations from which such children may come.

Charles A. Janeway, M.D.
Children's Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115

6/1/73-5/31/74
\$175,000

OCD-CB-366(C1)

The Extended Family Center

The project will provide services to the battered child and to his parents through a day care/treatment modality in an attempt to minimize the generational effect of child abuse. The treatment involves the development of group methods for use with parents and uses parent aides who once were abusive parents. Concurrently the day care center provides mothering and rehabilitative therapy for the children.

Elsa Ten Broeck, M.S.W.
Mission Child Care Consortium, Inc.
3145 23rd Street
San Francisco, California 94110

7/1/73-6/30/74
\$163,439

OCD-CB-371(C1)

Prospective Study in Child Abuse

The three major objectives of this study are 1) to develop statistics on the number of children hospitalized through the Department of Health and Hospitals system for reasons of nonorganic failure to thrive, child neglect, and nonaccidental trauma; 2) to design a longitudinal study outlining intellectual and physical developmental parameters in these children; and 3) to provide early intervention to some of these index children to compare their developmental progress with other index children not so treated.

Roger Cadol, M.D.
Denver Department of Health and Hospitals
W. 8th Avenue and Cherokee Street
Denver, Colorado 80204

7/16/73-7/15/74
\$121,156

OCD-CB-397(C1)

The Group Home Alternative to Existing Foster Care

In order to prevent the placing of children in foster care and the subsequent break-up of the family unity, this project is studying the effects of providing supervised apartment-type living with supportive services for a minimum of 20 Seattle Indian families. This alternative to foster care provides training for mothers and the opportunity for Indian families to preserve their ethnic identity as well as providing the needed child care services.

Michael Meighan
Indian Center
119 Cherry Street
Seattle, Washington 98104

9/1/73-8/31/74
\$50,000

OCD-CB-423

Emergency Services Demonstration Project

This project is providing emergency services to families and children in the Indianapolis Model City area who require assistance in crisis situations, and is coordinating services for children and families in cases of abuse. Services include a neighborhood-based facility providing temporary shelter and care on a 24-hour basis.

A. Jane Schollart, M.S.
Marion County Community Coordinated
Child Care Policy Committee, Inc.
1505 N. Delaware
Indianapolis, Indiana 46204

7/1/72-10/31/73
\$50,000 (Grant period
extended; no additional
funds)

OCD-CB-454

National Clearinghouse for Child Neglect and Abuse

This project will establish a national clearinghouse for systematic data collection pertaining to the nature, incidence and characteristics of child abuse and neglect. Periodic reports and analyses of factual data will be published for public and professional use for the planning of research and services in child abuse.

Vincent De Francis, J.D.
Children's Division
The American Humane Association
P. O. Box 1266
Denver, Colorado 80201

6/1/73-11/30/73
\$45,815

OCD-CB-473

Legal Bases for Child Protection

At present, most decisions on child neglect are alleged to be made from the perspective of middle class mores. This project will evaluate present child neglect laws in several states in the context of constitutional guarantees designed for the protection of children, and will seek to determine whether these laws are, could, or should be based on differing ethnic and community standards.

Sanford N. Katz, L.L.D.
Boston College Law School
Brighton, Massachusetts 02135

6/30/73-6/29/74
\$46,490

OCD-CB-500

Structure and Performance of Programs of Child Abuse and Neglect

This project will conduct a survey of programs relating to child abuse and neglect for use in planning future experimental demonstration programs. Criteria for evaluation and a descriptive framework characterizing different programs and identifying their differences will be developed for use in the survey.

Saad Z. Nagi, Ph.D.
The Ohio State University
1250 Chambers Road
Columbus, Ohio 43212

7/1/73-6/30/74
\$53,553

SINGLE-PARENT FAMILIES

OCD-CB-456

A Study of Childrearing by Young White Mothers

The project will be a follow-up of 200 single mothers under the age of 25 who plan to keep their babies and a comparison group of 200 married mothers. The relationship between family status, age, socioeconomic status and attitude toward the current pregnancy, and the subsequent well-being of the child will be investigated, in order to ascertain problems encountered by unmarried mothers in childrearing and the services needed for coping with these problems.

Ann W. Shyne, Ph.D.
Child Welfare League of America
67 Irving Place
New York, New York 10003

6/1/73-5/31/74
\$89,073

OCD-CB-475

An Empirical Investigation of the Impact of Parent Imprisonment on the Socialization of Black Children

This project will investigate the impact of parent imprisonment on the socialization of children in the areas of achievement, locus of control, self-concept, attitudes and interests. One hundred and sixty first, third, fifth and seventh grade children with one parent imprisoned will be compared with children with one parent absent but not imprisoned.

Alvis V. Adair, Ph.D.
School of Social Work
Albert Roberts, Ph.D.
James Savage, Ph.D.
Department of Psychology
Howard University
Washington, D. C. 20001 .

6/30/73-6/29/74
\$146,980

TELEVISION

OCD-CB-340(C1)

Television and Prosocial Behavior

Through a combination of laboratory and field experiments, this project is determining (1) the effects of the "Misterogers Neighborhood" television program on prosocial behavior of preschool children, and (2) which environmental conditions combine with such a program to produce the greatest positive benefits. Environmental variables which will be explored are physical cues similar to the television program, verbal labeling and rehearsal, role-taking, and training adults in principles congruent with the television program.

Aletha H. Stein, Ph.D.
Lynette K. Friedrich, Ph.D.
College of Human Development
Pennsylvania State University
University Park, Pennsylvania 16802

9/1/73-8/31/74
\$91,975

OCD-CB-346(C1)

Effects of Television Advertising and News Programming

The project will conduct field experiments, lab experiments and field surveys in order to assess the effect of television commercials and news programs on children. Experimental commercials and children's news segments are being inserted in entertainment program tapes to test the effect of various content and stylistic manipulations on product preferences, consumer learning, aggressive behavior, information gain, stimulation of interest and information-seeking in children ages three through twelve.

Charles K. Atkin, Ph.D.
Department of Communication
Michigan State University
East Lansing, Michigan 48823

7/1/73-6/30/74
\$50,770

OCD-CB-380

TV Advertising's Influences on Consumer Socialization

The influence of television advertising on cognitive and behavioral aspects of consumer socialization processes is being analyzed among a diverse racial and socioeconomic group of 700 children, ages four, six, nine and twelve and their mothers. Resulting information will be useful in the formulation and execution of consumer education programs and curricula, and in regulatory efforts for television advertising aimed at children.

Scott Ward, Ph.D.
Marketing Science Institute
1033 Massachusetts Avenue
Cambridge, Massachusetts 02118

8/1/72-8/31/73
\$93,833 (grant period
extended; no additional
funds)

OCD-CB-477

Aspects of TV Content in Children's Social Behavior

The study will consist of a series of field experiments investigating the effect of typical aspects of general television content on the social behavior of children of different ages. Children, ages 4-16, will view videotapes of regular television programs, and manipulated variables such as plot complexity, models' reactions to conflict situations, and the relationship between motive and consequence scenes will be studied for their effect on behavior.

W. Andrew Collins, Ph.D.
Institute of Child Development
University of Minnesota
Minneapolis, Minnesota 55455

6/30/73-6/29/74
\$25,771

OCD-CB-479

Television Model Effects on Cognitive Skills

This project will assess the effects of television models, and television models supplemented with classroom or home support activities, on the development of complex cognitive skills in young Papago Indian children. Instructional television sequences will be developed and tested for their effectiveness in teaching skills such as question-asking, seriation, enumeration skills and conservation skills.

Ronald W. Henderson, Ed.D.
Office of Child Research
Arizona Center for Educational
Research and Development
College of Education
University of Arizona
Tucson, Arizona 85721

6/30/73-6/29/74
\$143,307

YOUTH

OCD-MC-09(C2)

Youth Service Agency

This is a comprehensive, youth-determined program which attempts to involve youth in government and social decision-making processes, reduce the incidence of youth crime and delinquency, and provide desired employment and other self-improvements through youth advocacy, coordination of services, and initiation of new programs. Ongoing projects include a tutorial workshop, job training, and social service coordination and consolidation.

Gerald L. Hiers, M.Ed.

Youth Service Agency

City Hall

P.O. Box 11706

Rock Hill, South Carolina 29730

7/1/73-6/30/74

\$56,784

OCD-MC-16(C2)

Teen-Age Medical Center

A model for a new health care delivery system for emergency and episodic medical care is being developed. Medical, education and counseling services are being provided to youth, ages 10 to 19, in an informal noninstitutional setting, with youth participating in service delivery and policy making activities.

Elizabeth K. Jerome, M.D.

Children's Health Center, Inc.

2436 Chicago Avenue South

Minneapolis, Minnesota 55404

6/29/73-6/28/74

\$80,900

OCD-CB-86(C1)

Demonstration: Male Workers in Day Care

Methods of recruiting, indoctrinating, and teaching caregiving skills to adolescent or early matured young men are explored. There will be a formal evaluation of effects of the experience on the young males and on children of different ages, races, and both sexes with whom the young men work.

Boyd R. McCandless, Ph.D.
Family Research and Development
Foundation, Inc.
1584 Tullie Circle, N. E.
Suite 128
Atlanta, Georgia 30329

6/30/72-9/30/73
\$52,056 (Grant period
extended; \$7,497
supplement)

OCD-CB-92(C2)

A Demonstration Project to Implement a Day Care-NYC Youth Helper Program

This program is demonstrating the feasibility of introducing a cross-age helping relationship program for teenagers and school and pre-school children into day care center operations. High schools, day care centers and Neighborhood Youth Corps work together in this program where high school students participate in an experience-based child development course which provides them an opportunity to work as staff in day care centers.

Mary Conway Kohler, J.D.
National Commission on
Resources for Youth, Inc.
36 West 44th Street
New York, New York 10036

6/30/73-6/29/74
\$37,000

OCD-CB-278(C1)

Youth-Program-Assistants Training Demonstration Project

The project is designed to train a new type of youth worker, Youth Program Assistant, who receives two years of training at a community college, followed by a nine-month practicum consisting of three months at the University of Washington Adolescent Clinic and a six-month field work placement in a youth agency. The project will give specialized interdisciplinary training and experience in at least five professional areas for youth.

Robert W. Deisher, M.D.
Department of Pediatrics
University of Washington
Seattle, Washington 98195

6/1/73-5/31/74
\$87,652

OCD-CB-308(C1)

C.P.A. Youth Motivation Through Day Care Demonstration Project

High school graduates or dropouts are recruited and trained for employment in a day care setting for elementary school children. The program provides the youth with in-service and classroom training in child development, and offers them comprehensive social services and exposure to alternative life opportunities.

C. Richard Cox, M.A.
Crime Prevention Association
250 S. Broad Street
Philadelphia, Pennsylvania 19102

9/1/73-8/31/74
\$48,500

OCD-CB-472

Effects of Cross-Age Peer Relationships

This project will provide six-week summer residence programs of innovative educational experience for disadvantaged junior high school youth from American Indian, Chicano and Anglo ethnic backgrounds. The major focus will be to evaluate the effect of cross-age peer relationships and to extend the educational gains made by the Catch-Up program through the use of college student counselors.

Evelyn Mason, Ph.D.
Western Washington State College
Bellingham, Washington 98225

6/29/73-6/30/74
\$79,610

OCD-CB-476

Student Service Center - Student Advisory Councils

The Student Service Center is a student initiated project directed toward student involvement and aid in solution of school-related problems. The project will develop a communications network in conjunction with an already established student advisory council framework in order to assist other high schools and communities. The Center will gather and disseminate student related information, provide information on speakers, offer articles and source materials for high school newspapers, and seek to assist individuals on local school problems.

A. Stuart Fuller
Bureau of Student Services
182 Tremont Street
Boston, Massachusetts 02111

6/30/73-6/29/74
\$14,218

OCD-CB-478

Training Paraprofessionals to Work on the University Campus

This is a demonstration project designed to train college students as paraprofessionals to work with fellow students. Two hundred fifty students receive training in listening skills, empathy skills, and basic behavior change skills, followed by training in one of six specialized areas. Students receive academic credit for their participation in these services.

Allan M. Leventhal, Ph.D.
Counseling Center
The American University
Massachusetts and Nebraska Avenues, N.W.
Washington, D.C. 20016

6/30/73-6/29/74
\$126,612

OCD-CB-483

Youth-Adult Cooperative Development Program (Y.A.C.D.P.)

The Youth-Adult Cooperative Development Program will expand the number and variety of recreational outlets for young people and set up workshops in an attempt to provide adolescents with the psychological and social supports necessary to deal with their peers, adults and society. Workshops will emphasize cross-cultural and intergenerational exposure and dialogue. An experimental situation will be established to determine the differences between passive versus active involvement by youth in the planning of the project.

Roger Martin Davies
Bronx Environmental Society, Inc.
849 St. Anne Avenue -- Room 307
Bronx, New York 10456

6/30/73-6/29/74
\$62,000

OCD-CB-494

One..Two..Three...A..B..C.....TV

This project will employ 30 high school age males from low income homes to direct, produce and present a series of videotaped programs geared toward the educational development of the preschool child. The videotaped programs will complement the preschool's environment and curriculum, and will provide preschool and day care children with a positive male image. The completed videotapes will be aired by the local Cablevision station for viewing by community subscribers, and thus increase community awareness of early childhood education. In addition, a training program will be developed in the area of early childhood development, day care and nursery school operation, television production, and human relations.

Carolyn M. Bluestone
Marion Community Child Care Council, Inc.
P.O. Box 1024
Marion, Indiana 46952

6/30/73-6/29/74
\$46,712

OCD-CB-499

Demonstration Project: Work Information and Placement Assistance

This project will produce information about available work positions and emerging job opportunities for high school age Indian youth through a unique career education program administered by the youth themselves. Information is provided through 1) local conferences with area Indian leaders and businessmen, 2) audiovisual and written information sources, 3) student viewing of available work opportunities, and 4) in-depth placement, testing and counseling by school guidance personnel.

Richard H. Mutterer
Wind River Indian Association, Inc.
P.O. Box 145
Ethete, Wyoming 82520

9/1/73-5/31/74
\$9,300

SOCIAL POLICY

PR-288-1A(C2)

Social Policy Study Program

This program is utilizing a developed conceptual model for social policy analysis and testing this model through application to selected relevant, current, and newly proposed social policies, especially those relating to child development, the family, and community.

David G. Gil, D. S. W.
Florence Heller Graduate School
for Advanced Studies in Social Welfare
Brandeis University
Waltham, Massachusetts 02154

7/1/72-12/31/73
\$46,426 (Grant period
extended; no additional
funds)

PR-288-1B(C4)

Social Policy Study Program: The Effects of Wealth Distribution on
Children in America

The result of this work will be a book which describes wealth distributions and concentrations and their relationships to the political system, focusing on the impact of the political economic system on child welfare and development in terms of medical care and educational and personality development.

Michael Brower, Ph.D.
Florence Heller Graduate School
for Advanced Studies in Social Welfare
Brandeis University
Waltham, Massachusetts 02154

6/29/72-8/31/73
\$46,120 (Grant period
extended; no additional
funds)

OCD-CB-18(C3)

The State of the Child: National Perspectives

The project will develop an annual or biennial report on the state of the child in the U.S. using the dimensions of the organismic-behavioral domain, ecological setting, and age level for data collected in three geographic bases for 1960 and 1970. The identification of social indicators and the development of social factors are included in the study to expedite reporting on the state of the child. A complementary substudy will examine the relationship of ethnic factors and child services to perceptual and behavioral variations.

Leonard S. Kogan, Ph.D.
City University of New York
33 West 42nd Street
New York, New York 10036

8/1/73-7/31/74
\$191,308

OCD- CB-107(C2)

Data Systems for Planning Children's Research

The project is utilizing a data system which has an information coordination function and includes collection, synthesis and dissemination of information to effect coordinated cooperative research of the federal agencies which are represented on the Interagency Panel on Early Childhood Research and Development and the Interagency Panel for Research and Development on Adolescence. The project also includes the production of documents in specialized fields in response to the research planning needs of the Panels, holding conferences relating to selected areas for interagency research planning, increasing the dissemination of information, and broadening representation on both Panels.

Ira H. Cisin, Ph.D.
Social Research Group
George Washington University
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

6/30/73-6/29/74
\$380,355

OCD-CB-167(C2)

Implementation of State Early Childhood Programs

This is a systematic effort to assist the states in initiating or expanding services to young children and their families in the areas of quality day care and child development programs.

Sally V. Allen, M.A.
Early Childhood Task Force
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

10/1/73-9/30/74
\$218,084

OCD-CB-413

Project on the Classification of Exceptional Children

The purpose of this interagency project, jointly funded by the Office of Child Development, National Institute of Child Health and Human Development, National Institute of Mental Health, Office of Education, and Social and Rehabilitation Service, is to make recommendations for public policy in three problem areas associated with the diagnosis and labeling of children: 1) the technical adequacy of diagnostic and classification systems, with a view toward increasing accord and uniformity of use; 2) the effects of labeling on individual children, with a view toward developing policies and procedures to minimize ill effects; and 3) the social, legal, and ethical implications of classifying and labeling children, with a view toward achieving a sensible balance between individual rights and the common good.

Nicholas Hobbs, Ph.D.
Vanderbilt University
Nashville, Tennessee 37240

6/30/72-1/31/74
\$369,852

Graduate Training and Basic Research Program

This project, jointly funded by the Office of Child Development, Social and Rehabilitation Service, Health Services and Mental Health Administration, and Office of Education, supports various training and basic research activities of the University of Chicago School of Social Service Administration. Areas covered include child development programs, social services in schools, and health services.

Harold A. Richman, Ph.D.
University of Chicago School
of Social Service Administration
Chicago, Illinois 60637

7/1/73-6/30/74
\$83,500

INFORMATION DISSEMINATION

OCD-CB-02(C2)

Development of a Method for Reporting Research Relating to Children at
ERIC Clearinghouse on Early Childhood Education

Research Relating to Children, prepared by the Children's Bureau Clearinghouse from 1948-1970, has been incorporated into the operation of ERIC/ECE and expanded to include topical papers and bibliographies. It is being evaluated with regard to its utility and role in relation to recent developments in information storage and retrieval systems.

Lillian G. Katz, Ph.D.
ERIC, Clearinghouse on Early
Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

6/15/72-12/31/73
\$33,482 (Grant period
extended; no additional
funds)

OCD-CB-133(C1)

Children's Concern Center

This project is designed to develop, test and evaluate the feasibility of an information retrieval and delivery system related to public concerns about the health, education and social welfare of children. Information will be collected and distributed in response to written inquiries, and the kinds of issues, concerns and interests of the public will be evaluated.

Virgie G. Madison
Howard University
School of Social Work
Washington, D.C. 20001

2/1/73-1/31/74
\$253,050

OCD-CB-457

Education Technology Demonstration - International Involvement Plan

The Early Childhood Development component of the Educational Technology Demonstration will direct a mix of the telecommunications system's educational programming to parents, teachers and others who give care to preschool children, in an effort to demonstrate the effectiveness of the telecommunications system mixes. The project will be utilized as a training ground for people involved in communication technology projects in other countries such as India and Brazil. Areas under investigation are 1) delivery systems approaches unique to each country, 2) early childhood development universals at both child and adult levels and 3) cultural differences and their potential contribution to more effective early childhood development programming.

James H. Peterson, Ph.D.
Early Childhood Component
Educational Technology Demonstration
Federation of Rocky Mountain States
2480 West 26th Avenue/B-300
Denver, Colorado 80211

6/1/73-5/31/74
\$26,962

OCD-CB-496

Prototype Exhibit Design, Construction and Display for a Children's Museum for the Rocky Mountain Region

This project will design, construct and display selected educational exhibits in various branches of the Denver Public Library and in selected community action centers. The objectives of the project are 1) to stimulate cognitive development and the building of positive self-concept in young children in the region, 2) to determine whether community support exists for the permanent establishment of a children's museum, and 3) to provide a prototype of a permanent children's museum facility for the Rocky Mountain Region.

Glenn E. McGlathery
Cyndi Kahn
Children's Museum, Inc.
University of Colorado at Denver
1100 14th Street
Denver, Colorado 80202

6/29/73-6/30/74
\$40,590

OTHER

OCD-CB-421(C1)

Tipton: A Rural Community Learns to Help Itself

The project is designed to develop community resources for crisis management and problem prevention in families with children in areas where mental health services may not be readily available. The study provides social service training to a group of lay and professional people such as physicians, teachers, public school personnel, juvenile probation officers, and attorneys, who will then serve a group of target families.

Verne R. Kelley
Mid-Eastern Iowa Community
Mental Health Center
302 S. Gilbert Street
Iowa City, Iowa 52240

9/1/73-8/31/74
\$17,100

OCD-CB-437(C1)

National Child Advocacy Project for Autistic Children

This project will expand and refine the National Society for Autistic Children's existing information base in order to enable it to function more efficiently as a clearinghouse for those requesting information regarding autistic children and services for these children. In addition, the project will collect first generation data, refine tabulation systems and disseminate information to conferences and organizations concerned with autistic children.

Ruth C. Sullivan
National Society for Autistic Children
Information and Referral Service
101 Richmond Street
Huntington, West Virginia 25702

7/15/73-7/14/74
\$33,746

OCD-CB-452

Medical-Legal Cooperation in the Judicial Ascertainment of Paternity

The project will develop standards and procedures for the safe and efficient use of available medical evidence in paternity cases. The resulting modernization of the paternity investigation will aid in the process of providing rights for children born out of wedlock.

Harry D. Krause
College of Law
University of Illinois
Champaign, Illinois 61820

6/1/73-5/31/74
\$47,955

OCD-CB-480

Psychiatric Impairment in Urban Children Over Time

Portions of information gathered from a longitudinal study of children, ages 6 to 18, in Manhattan will be investigated in three studies. The first study involves the prediction of violence in preadolescents and adolescents based on school and agency records and the mothers' reports. The second compares and delineates unique characteristics of the single parent family versus the dual parent family. The third study focuses on the influence of social ecological factors as a rate of social change.

Thomas S. Langner, Ph.D.
Columbia University School of Public Health
600 West 168 Street
New York, New York 10032

6/29/73-6/30/74
\$50,114

OCD-CB-482

Lead and Hyperactivity

The project seeks to determine the causality between increased levels of lead and hyperactivity in children. Comparison will be made before and after treatment using Ritalin and/or penicillamine, or a placebo.

Oliver J. David, M.D.
Downstate Medical Center
450 Clarkson Avenue
Box 88
Brooklyn, New York 11203

7/1/73-6/30/74
\$137,312

OCD-CB-498

Project Mobilization for Children and Youth

The project will initiate informational and educational services and technical assistance to the 130 voluntary, non-profit organizations with programs and services for children and youth. Publications and conferences will be used to further awareness of priority needs of children and youth, and of programs in operation or needed. Efforts will be made to recruit a larger number of organizations as members and associates of the newly formed National Council of Organizations for Children and Youth, in an effort to maximize dissemination of information and services.

Gregory Coler
National Council of Organizations
for Children and Youth
1401 K Street, N.W.
Washington, D.C. 20005

7/1/73-6/30/74
\$25,000

HEAD START EVALUATION PROJECTS

H-1926

Data Analysis of Short Term Effects for the National Head Start Planned Variations Study

Project activities include the analysis and writing of reports on the data collected by SRI to evaluate the Planned Variation models of Head Start. The focus will be on determining the effects of the Head Start Planned Variations on children, determining the differences among models, and determining how children's characteristics, such as initial I.Q., socioeconomic status and prior preschool experience, interact with the effectiveness of the models.

Marshall S. Smith, Ph.D.
Huron Institute, Inc.
119 Mt. Auburn Street
Cambridge, Massachusetts 02138

7/1/72-9/1/73
\$161,284

H-2991

Head Start Test Collection

The Head Start collection contract supplements those activities of the ERIC for Tests program by collecting and preparing abstracts on all standardized and experimental measures appropriate for use with children ages 0 through 9. Based on this collection, ETS will also prepare bibliographies, critical reviews, and state-of-the-art papers on request.

S.D. Melville, Ph.D.
Instructional Programs
Educational Testing Service
Princeton, New Jersey 08540

6/73-6/74
\$24,872

H-2997

A Study of the Impact of the Parent-Child Centers on Parents and An
Evaluation of the Advocacy Parent-Child Centers

The purpose of the evaluation is to describe the program content and organization characteristics across 32 Parent-Child Centers and to assess the impact of participation on families and children. In addition, the study will include an evaluation of the six Advocacy Parent-Child Centers.

Douglas Holmes, Ph.D.
Center for Community Research
33 West 60th Street
New York, New York 10023

6/1/73-5/31/74
\$49,244

H-8256

Disadvantaged Children and Their First School Experience (ETS
Longitudinal Study)

A longitudinal study conducted in four sites is recording the development of disadvantaged children from age three and one-half through their first school experiences, which may include Head Start and Follow-Through as well as regular primary school. The study will provide basic data concerning the impact of preschool experiences on the development of disadvantaged children. Focus will be on identifying components of early education that are associated with cognitive, personal and social development of the disadvantaged, and on the environmental and background variables which moderate these associations.

Virginia Shipman
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540

8/1/72-7/31/73
\$586,600

H-9766

Designing An Evaluation of Social Competency in Head Start Children

This project will assess options for designing a comprehensive evaluation of the Head Start program, and will make recommendations concerning these options in the form of reports. Tasks will include developing a conceptual framework for identifying outcome variables and program effects, identifying significant outcome variables in social competence, screening and selecting outcome variables for assessment, identifying appropriate existing measures and developing new measures, and designing evaluation plans.

Senta A. Raizen
The Rand Corporation
Santa Monica, California

7/1/73-6/30/74
\$288,088

HEW-OS-72-94

Parent-Child Center Management Information System

Based on the results of the findings from the Phase One Management Information Survey, the purpose of this phase is to detail the design for and develop and implement the selected Management Information System in all 33 Parent-Child Centers.

Keith McClellan, Ph.D.
Abt Associates, Inc.
55 Wheeler Street
Cambridge, Massachusetts 02138

2/20/73-12/30/73
\$25,000

HEW-OS-72-127

Home Start Evaluation

This is a formative and summative evaluation of Home Start. The formative evaluation consists of process case studies for 15 Home Start sites. A test battery developed during the first year of the project will be utilized.

Dennis Deloria
High Scope Educational Research
Foundation
125 N. Huron Street
Ypsilanti, Michigan 48118

7/1/73-6/30/74
\$466,977

HEW-OS-72-156

Head Start Employee Mobility Study

This study will examine the nature, extent, causes and effects of employee promotions, transfers and terminations in local Head Start programs. Based on the findings, recommendations to the Office of Child Development for programmatic and policy decisions are expected to be made.

Stuart M. Mathis
Booz-Allen Public Administration
Services, Inc.
1025 Connecticut Avenue, N.W.
Washington, D.C.

6/1/73-1/31/74
\$25,000